WHAT ARE SKILLS MAPS?

- **Life after Levels** has given us a chance to look again at how we assess and track the progress of our students

- **Pathways** are now in place for Years 7-10. Key features are:
  - Every pupil has a challenging minimum outcome, or "pathway", to aim for in each subject at the end of Y11
  - That outcome is based on her/his KS2 test scores compared against the GCSE results achieved nationally over the past 3 years by students with the same KS2 scores. Our own internal assessments also help pathways.
  - Every student is tracked by measuring progress against his/her pathway. Progress is measured on a 5-point scale: Expected; Above; Below; Well Above; Well Below

- **Skills not Content:** When gauging how much progress a student has made, the focus is on skills rather than content.

- **Skills Maps** can support parents and pupils when discussing pathways and progress. Key features are:
  - Summary statements of what is needed to be successful at GCSE in each subject
  - Success criteria that show what a student needs to be able to do by the end of Y11
  - Success criteria will help place a student's current progress in context. They enable parents and pupils to see how a particular task / unit / assessment fits in to the bigger picture.
  - Success criteria are not specific to a particular year group. We have deliberately avoided organising them in that way because we recognise that rates of progress can vary from one year to another.

Skill Headline
What will be tested at GCSE

INTRODUCING SKILLS MAPS (YEAR 10)

Assessment Objective
Formal statements from the DfE. They describe what students will be required to do in order to be successful at GCSE

IDENTIFY & INVESTIGATE

AO1: Identify, investigate and outline design possibilities to address needs and wants.

- *I research and explore relevant information based on the users needs.*
- *I know how to use social, moral and cultural information to understand my user more clearly.*
- *I can identify and solve my own design problems and understand how to develop problems given to me.*
- *I have developed a specification that allows me to be innovative, functional and create appealing products that responds to the user needs.*

DESIGN & MANUFACTURE

AO2: Design and make prototypes that are fit for purpose.

- *I have used a variety of approaches, e.g. bio mimicry and user-centred design, which have generated creative ideas and avoided stereotypical responses to the brief*
- *I have developed detailed annotation skills and applied them to my designs to show clearly how they could be improved and made.*
- *I can select specialist tools in my practical work and my choices are justified.*
- *I justify the reasons for my choice of materials/ingredients taking into consideration their properties.*
- *I justify the process that I choose to make my product. I can use CAM in my work.*
- *I am accurate and precise when I work.*
- *I work very safely and can demonstrate to others.*

ANALYSE & EVALUATE

AO3: Analyse and evaluate:
- design decisions and outcomes, including for prototypes made by themselves and others.
- wider issues in design and technology.

- *I compare and contrast existing products by analysing them and explaining how the information I have found will influence my own designs.*
- *I understand developments in design and technology. This includes the use of smart materials.*
- *I can test evaluate and refine my ideas and products against a specification, I take into account the views of intended users and other interested groups.*
- *I understand the responsibilities of designers, engineers and technologists and clearly show this in my work.*
- *I can evaluate the impact of my products on individuals, society and the environment.*

WIDER ISSUE & TECHNICAL KNOWLEDGE

AO4: Demonstrate and apply knowledge and understanding of:
• technical principles
• designing and making principles.

- *I understand and use the properties of materials and the performance of structural elements to achieve functioning solutions.*
- *I understand how more advanced mechanical systems are used in my products enable changes in movement and force.*
- *I understand how more advanced electrical and electronic systems can be powered and used in my products.*
- *I apply computer control and use electronics to embed intelligence in my products that respond to inputs, and control outputs using programmable components.*
- *I can use CAD/CAM creatively in my work and help others.*

Y10 SUMMARY OF CONTENT:

Graphics: Smart materials and producing a key ring with packaging. Developing their Photoshop skills and creativity to produce some excellent work. Developing an understanding of net development and producing a range of nets to develop their 2D design skills further.
RM: Designing and making a range of products like chairs, lighting and clocks. Learning about materials, manufacture and the design process.

Success Criteria
These are the things that students will be doing throughout Y7-11 to show how they are developing each skill. Progress against these criteria will be individual to each student

Pathway	DEVELOP IDEAS	REFINE IDEAS	RECORD IDEAS	PRESENT RESPONSES
	AO1: Develop ideas through investigations, demonstrating critical understanding of sources	AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes	AO3: Record ideas, observations and insights relevant to intentions as work progresses	AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language
1-2	*Practical work is under developed and lacks an understanding of the formal elements. Annotation uses minimal Art vocabulary. Your work shows a straightforward awareness of the art work of artists. Your independent learning is limited..*			
3	*Practical work is literal and creativity is limited. Work demonstrates an inconsistent understanding of the key art skills. Annotation uses predictable Art vocabulary. Your work shows a growing awareness of the art work of artists. Your independent learning is limited and/or inconsistent.*			
4	*Practical work exhibits confidence and a satisfactory technical control but work may be un refined. Annotation uses sufficient and relevant Art vocabulary. Your work shows an appropriate understanding and investigation of the art work of others. Your independent learning is consistent and generally appropriate.*			
5-6	*Practical work exhibits a purposeful and consistent command of art techniques and processes. Annotation uses competent and accurate Art vocabulary including reflective and analytical evaluation. Your work shows a clear and purposeful awareness of the art work of others. Your independent learning is consistent, resourceful and appropriate.*			
7	*Practical work illustrates a confident, sustained and precise grasp of art techniques and technical processes. Annotation uses accurate and perceptive Art vocabulary including reflective, evaluative and analytical key words to inform the progression of practical work. Your work shows an imaginative and informed awareness of the art work of others. You are enthusiastic and self-motivated to work independently.*			
8-9	*Practical work recognises the full potential and limitations of art techniques and technical processes. Annotation uses evidenced and highly accurate and insightful Art vocabulary including reflective, evaluative and analytical key words to inform the progression of practical work. Your work shows a precise, imaginative and extensive awareness of the art work of others. You are enthusiastic, and self-motivated to produce a range of exciting visual outcomes.*			

YEAR 10 SUMMARY OF CONTENT:

Summaries for all 3 subjects (Art; Art Textiles; Photography) are available within Go4Schools

YEAR 10 ART / ART TEXTILES / PHOTOGRAPHY SKILLS MAP




KNOWLEDGE & UNDERSTANDING

AO1: Demonstrate KNOWLEDGE and UNDERSTANDING

- *I know about the literature and visual / material culture from the classical world*
- *I know how sources reflect their cultural contexts*
- *I am aware of possible interpretations of sources by different audiences and individuals*

ANALYSE & EVALUATE

AO2: Analyse and Evaluate aspects of classical civilisation including their significance and influence

- *I can analyse, interpret and evaluate literature and visual/material culture from the classical world*
- *I can use evidence to produce coherent and reasoned arguments*

WRITING SKILLS

AO3: Use of spelling, punctuation, key vocabulary and grammar to express ideas

- *I can spell and punctuate with consistent accuracy.*
- *I can use the rules of grammar with effective control over overall meaning.*
- *I can use a wide range of specialist terms as appropriate.*

Y10 SUMMARY OF CONTENT:

Myth and Religion: The Gods; The Universal Hero (Heracles); Religion and the City; Myth and the City; Festivals; Myths and Symbols of Power; Death and Burial; Journeying to the Underworld

Roman City Life: Housing; Home and Family; Society from senators to Slaves; Leisure and Entertainment; Satire and Fiction; Pliny and his Letters; City Life; Relationships and Society

CLASSICAL CIVILISATION SKILLS MAP (PROVISIONAL)

CAPABILITY & UNDERSTANDING

AO1: develop their capability, creativity and knowledge in computer science, digital media and information technology

- *I can collect, analyse, model, evaluate and present data and information effectively*
- *I understand the hardware and software in a computer system: the CPU, types of memory, input and output devices, operating systems and applications*
- *I understand computer networks including the internet and how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration*
- *I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*
- *I can select, use and combine a variety of software (including internet services) in a range of digital devices to design and create a range of solutions*

COMPUTATIONAL THINKING

AO2: develop and apply their analytic, problem-solving, design, and computational thinking skills

- *I can solve problems by decomposing them into smaller parts*
- *I use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*
- *I can create algorithms including flowcharts and pseudo code to work out how to solve problems*
- *I understand computing related mathematics including converting and using binary and hexadecimal numbers, logic diagrams and truth tables*
- *I understand different data types and how to use mathematical operators in my programs*

DESIGN & PROGRAM

AO3: Design, program and evaluate computer systems that solve problems, and presenting conclusions

- *I can design, write and debug programs that accomplish specific goals and meet the end user's brief*
- *I can create spreadsheet models that mimic real world problems and improve decision making*
- *I can write programs and use software to control or simulate physical systems;*
- *I can use sequence, selection, and repetition in programs*
- *I can work with variables and various forms of input and output*
- *I can use databases to store and search for data*

ONLINE SAFETY

AO4: understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns

- *I can use technology safely, respectfully and responsibly*
- *I understand the dangers from online predators when using social media and how to avoid them and report any concerns I have*
- *I understand the issues from cyber-bullying and how to deal with and report them*
- *I understand the risks of online fraud and how to protect my finances on the Internet and what to do if I have any suspicions*
- *I also understand the threats to computer systems from a variety of malware and how to respond to these threats*
- *I understand the ethical, moral and legal considerations from using computer systems.*

Y10 SUMMARY OF CONTENT:

In Year 10 students will continue work through the GCSE specification and undertake various programming tasks and challenges to develop their skills:

Computer Systems	40%
Computational Thinking	40%
Programming Project	20%

COMPUTING SKILLS MAP

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IDENTIFY & INVESTIGATE

AO1: Identify, investigate and outline design possibilities to address needs and wants.

- *I research and explore relevant information based on the users needs.*
- *I know how to use social, moral and cultural information to understand my user more clearly.*
- *I can identify and solve my own design problems and understand how to develop problems given to me.*
- *I have developed a specification that allows me to be innovative, functional and create appealing products that responds to the user needs.*

DESIGN & MANUFACTURE

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- design decisions and outcomes, including for prototypes made by themselves and others.
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WIDER ISSUE & TECHNICAL KNOWLEDGE

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- technical principles
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D&T (GRAPHICS / RM) SKILLS MAP

D&T (FOOD) SKILLS MAP

NUTRITIONAL KNOWLEDGE

AO1:Demonstrate knowledge and understanding of food, cooking and nutrition

- *I understand all of the areas related to Nutrients in our food which includes dietary requirements and allergens based on the Eatwell Guide and I can give a range of examples for each one - including any related deficiencies.*
- *I understand all Food Science Experiments and all of the key science terms giving examples of the key science terminology and how they relate to the scientific reactions that occur.*
- *I can use P.E.E to apply to my work when answering questions and understand how to write in paragraphs with consistent use of examples and attention to detail.*
- *I understand Mise-en-place and Cross Contamination and I can explain them and give some examples, whilst also using them in my theory and practical work.*
- *I can understand the correct colour coded chopping boards and list examples of foods they are used for whilst explaining the health, hygiene and safety*.

PLANNING

AO2: Apply knowledge through planning and understanding of food, cooking and nutrition

- *I can design and plan very detailed instructions about a dish with my own ideas and modifications which include health and safety points and step by step drawn plans which are annotated.*
- *I can write a detailed Ingredients and Equipment list with measurements and temperatures related to my planned dish which cover a range of measurements such as ML,G,OZ,KG,CUPS,Tsp,Tbsp.*
- *I can write a detailed method for a particular dish which includes excellent use of health and safety including nutritional information.*
- *I can create a recipe and modify the ingredients based on personal or customer preference and special diets which cover a range of allergies or dietary requirements..*
- *I can use Key Food Preparation and Nutrition Terminology such as Mise-en-place and Cross Contamination and also apply some elements of Food Science.*

MAKING

AO3: Prepare, cook and present dishes, combining appropriate techniques

- *I can produce a detailed paragraph on how I made the dish which includes information on nutrition and food science.*
- *I can mention all of the equipment and ingredients I used to make the dish including measurements and modifications.*
- *I can serve my food on a plate to a restaurant standard which shows excellent manipulation and attention to detail.*
- *I can draw a coloured design of my finished dish with full detailed annotations which include dietary information.*
- *I can list all of the skills used to make the dish and can explain the cooking methods used with any other alternate methods of cooking.*

EVALUATING

AO4: Analyse and evaluate different aspects of food, cooking and nutrition, including food made by themselves and others.

- *I can provide a detailed paragraph of instructions about the final outcome of the dish and how it went.*
- *I can produce a detailed paragraph which includes information on the overall appearance, texture and taste, colour, aroma, Health and Safety for dietary needs and nutritional information based on my dish.*
- *I can provide 3 good areas for improvement from my dish which are justifiable and will help to improve the dish in the future.*
- *I can produce a paragraph of family feedback for my dish from more than 1 taste tester which includes a self and peer assessed star diagram.*
- *I can complete more than 1 sensory analysis diagram for my final dish.*

Y10 SUMMARY OF CONTENT:

Pupils continue to develop skills that equip them for the two units of the GCSE Specification:

Unit 1: Principles of Food and Nutrition

Unit 2: Food and Nutrition in Action

CREATE

AO1: CREATE and develop ideas to communicate
meaning for theatrical performance.

- *I can create cohesive, imaginative and sophisticated performances.*
- *I can use drama conventions and techniques confidently and imaginatively to generate meaning.*
- *I can develop a variety of characters and create and explore drama for a range of purpose from given stimuli.*
- *I can lead others sensitively, keeping a positive working atmosphere and making contributions which significantly improve the effectiveness of the work.*

REALISE

AO2: Apply theatrical skills to REALISE artistic intentions in live performance.

- *I can apply theatrical skills skilfully and effectively to realise artistic intentions; showing originality and commitment when in role.*
- *I can perform confidently and fluidly, whilst being able to perform a range of characters.*
- *I am able to make excellent use of voice and movement, which is both ambitious and imaginative;*
- *I am able to bring a sense of real refinement to my performances and my interaction with other performers is excellent; as is my use of performance space.*

KNOW & UNDERSTAND

AO3: Demonstrate KNOWLEDGE and UNDERSTANDING of how drama and theatre is developed and performed.

- *I can demonstrate my understanding of the theatrical devices.*
- *I am able to make strong connections between genre and style and can demonstrate excellent knowledge and understanding of contextual influences within Drama*

ANALYSE & EVALUATE

AO4: ANALYSE and EVALUATE your own work and the work of others.

- *I can make critical and insightful judgements on my own performance and the performances of my peers using Drama vocabulary.*
- *I am able to target specific skills as strengths and as well as identifying areas for development; explaining how these might be improved through specific strategies.*

Y10 SUMMARY OF CONTENT:

Devising Theatre (40% GCSE)
Performing from a Text (20%)
Interpreting Theatre (40%)

DRAMA SKILLS MAP

IDENTIFY & INTERPRET

AO1: Students need to identify and interpret explicit and implicit information and ideas. They need to select and synthesise evidence from different texts.

- *They will be able to skim read and scan for the overall meaning and structure of a text.*
- *They will be able to make links between texts and incorporate evidence skilfully in support of their ideas.*

EXPLAIN, COMPARE & EVALUATE

AO2 – AO4: Students critically evaluate texts and support this with appropriate textual references. Students compare how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

- *Students will be able to use a broad range of critical vocabulary when evaluating texts.*
- *They will use a wide range of imaginative synonyms when discussing the effects of writer's choices.*
- *They will be able to select powerful individual words, phrases and images and discuss the impact and purpose of them on the reader.*
- *They will be able to make links between texts and compare the ways in which author's communicate ideas and perspectives.*

COMMUNICATE CLEARLY & ACCURATELY

AO5 – A06: Students write clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. They can organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. Students can use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

- *Students will be able to draw on a range of different techniques and writing styles to ideally suit a range of purposes.*
- *They will be able to critically evaluate their own word choices and structural devices and improve them through the drafting process.*
- *They will be able to draw on a wide ranging vocabulary and understanding of audience to create powerful pieces of writing.*

PRESENTATION & EFFECTIVE SPOKEN ENGLISH

A07 – A09: Students will demonstrate effective presentation skills in a formal setting. They will be able to communicate powerfully and concisely , listening and responding appropriately to questions and feedback on presentations.

- *Students will develop confidence in public speaking and in working in teams.*
- *They will be able to assimilate and evaluate a range of evidence and present it appropriately for different audiences.*
- *They will learn how to develop an argument and to shape speeches and arguments to persuade and inform audiences of different points of view.*

Y10 SUMMARY OF CONTENT:

English Language: Developing analytical and writing skills across a range of literary non-fiction texts

English Literature: Study of a range of texts to include a Shakespeare play; Victorian novel; Response to an unseen poem

EXTRA-CURRICULAR IDEAS –
ASK YOUR TEACHERS FOR RECOMMENDATIONS

- *Reading a range of fiction and non – fiction.*
- *Using film or video games to understand how powerful descriptions can be used to reflect them.*
- *Taking part in discussions or debates at home.*
- *Watching live or film adaptations of key texts.*
- *Exploring YouTube & other internet sites to aid revision from different sources.*

ENGLISH SKILLS MAP

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DEMONSTRATE KNOWLEDGE

AO1: Demonstrate knowledge of locations, places, processes, environments and different scales

- *I can show, develop and extend my knowledge of locations, places, environments and processes*
- *I have a demonstrable understanding of different scales from local to global.*

UNDERSTANDING OF GEOGRAPHICAL CONCEPTS

AO2: Demonstrate geographical understanding of geographical concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.

- *I understand the interactions between people and environments, change*
- *I appreciate how places and processes change over space and time*

ANALYSE & EVALUATE

AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements

- *I have developed a range of skills including those used in fieldwork, in using maps and GIS and in researching secondary evidence, including digital sources.*
- *I have developed enquiry and investigative approaches to questions and hypotheses*
- *I can apply geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts, and develop well-evidenced arguments drawing on my geographical knowledge*

INVESTIGATE & COMMUNICATE

AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

Y10 SUMMARY OF CONTENT:

Six key themes:

- Rivers and Coasts
- Populations and Settlement
- Natural Hazards
- Economic Development
- Economic Challenge
- Geographical skills and Fieldwork Skills

GEOGRAPHY SKILLS MAP

wymondham high

DEMONSTRATE KNOWLEDGE

AO1: Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied.'

- *An interest and empathy with different periods of history.*
- *An ability to remember key details – names, dates, events.*
- *An understanding of the importance of key individuals and key events in shaping the world today.*

EXPLAIN & ANALYSE EVENTS

A02: Students need to 'explain and analyse historical events and periods using second-order concepts.'

Second-order concepts are:
- *Causes, consequences, change, continuity, similarity, difference & significance.*
- *We want students to confidently use these terms in their written answers.*

ANALYSE & EVALUATE SOURCES

A03: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements in the context of historical events studied.

We want our students to be able to read historical sources and/or look at historical pictures, draw key information from them and then write about their findings in detail and with confidence.
- *What does the source tell them?*
- *What is important about when it was written?*
- *What is important about who wrote it?*
- *What is important about how the source was used?*

ANALYSE & EVALUATE INTERPRETATIONS

A04: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of events studied.

We want our students to be able to read historical interpretations, understand their side in the historical debate and then write about their findings with confidence.
- *Which side of the argument are they on?*
- *How reliable is their information?*
- *Why is it valuable to those studying history?*

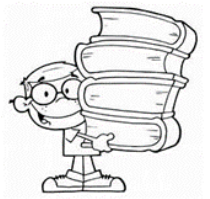
Y10 SUMMARY OF CONTENT:

- **The "Golden Age" of Elizabeth 1**: Elizabeth's personal struggles; Catholics v Protestants; Spanish Armada; Exploration of the New World; Cultural, Scientific, Architectural Developments
- **Medicine through Time**: Beliefs about the causes of illness; Treatments; Medieval Britain and the Black Death; The impact of War and Technology, Science and Religion

EXTRA-CURRICULAR IDEAS –
ASK YOUR TEACHERS FOR RECOMMENDATIONS

Reading Historical Stories
Playing Historical Computer Games
Exploring YouTube & other internet sites
Watching Historical Films and/or T.V Documentaries
Visiting Museums and/or Historical Sites
Taking part in Historical Re-enactments
Playing Historical Board Games

HISTORY SKILLS MAP



INFORMATION TECHNOLOGY SKILLS MAP

CAPABILITY & UNDERSTANDING

AO1: develop their capability, creativity and knowledge in computer science, digital media and information technology

- *I can collect, analyse, model, evaluate and present data and information effectively*
- *I understand the hardware and software in a computer system: the CPU, types of memory, input and output devices, operating systems and applications*
- *I understand computer networks including the internet and how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration*
- *I use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*
- *I can select, use and combine a variety of software (including internet services) in a range of digital devices to design and create a range of solutions*

COMPUTATIONAL THINKING

AO2: develop and apply their analytic, problem-solving, design, and computational thinking skills

- *I can solve problems by decomposing them into smaller parts*
- *I use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*
- *I can create algorithms including flowcharts and pseudo code to work out how to solve problems*
- *I understand computing related mathematics including converting and using binary and hexadecimal numbers, logic diagrams and truth tables*
- *I understand different data types and how to use mathematical operators in my programs*

DESIGN & PROGRAM

AO3: Design, program and evaluate computer systems that solve problems, and presenting conclusions

- *I can design, write and debug programs that accomplish specific goals and meet the end user's brief*
- *I can create spreadsheet models that mimic real world problems and improve decision making*
- *I can write programs and use software to control or simulate physical systems;*
- *I can use sequence, selection, and repetition in programs*
- *I can work with variables and various forms of input and output*
- *I can use databases to store and search for data*

ONLINE SAFETY

AO4: understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns

- *I can use technology safely, respectfully and responsibly*
- *I understand the dangers from online predators when using social media and how to avoid them and report any concerns I have*
- *I understand the issues from cyber-bullying and how to deal with and report them*
- *I understand the risks of online fraud and how to protect my finances on the Internet and what to do if I have any suspicions*
- *I also understand the threats to computer systems from a variety of malware and how to respond to these threats*
- *I understand the ethical, moral and legal considerations from using computer systems.*

Y10 SUMMARY OF CONTENT:

Students will tackle assignments from the following list of units prescribed by the awarding body: The Online World; Technology Systems; Digital Portfolio; Digital Graphics; Spreadsheet Development; Database Development; Website Development; Multimedia Products Development

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MATHS SKILLS MAP

AO1 USE AND APPLY STANDARD TECHNIQUES

A01: Learners should be able to:
- accurately recall facts, terminology and definitions
- use and interpret notation correctly
- accurately carry out routine procedures or set tasks requiring multi-step solutions.

- ***Number*** *– Calculating with whole numbers, fractions, decimals, percentages, indices and ratios and using these in other contexts such as financial decision making or probability. The new syllabus will place more emphasis on ratio, proportion and rates of change. Venn diagrams have also been introduced to the syllabus.*
- ***Algebra*** *- Evaluating and manipulating algebraic expressions, forming and solving different types of equations (using both algebraic methods and trial & improvement or iteration) and drawing and interpreting graphs.*
- ***Geometry & Measure*** *– Using rules and relationships associated with angles, perimeter, area and volume for a variety of shapes including circles and triangles (Pythagoras and Trigonometry). Transforming shapes with reflections, rotations and enlargements. Using units of measure and compound measures such as speed and density.*
- ***Probability & Statistics*** *– Calculating and using averages and measures of spread. Presenting data with appropriate graphs and charts and interpreting these to analyse data and draw conclusions. Calculating theoretical and experimental probabilities and expected outcomes.*

For full details of the topics required for GCSE at all grade levels, please see our 1-9 Grade descriptors.

AO2 REASON, INTERPRET AND COMMUNICATE MATHEMATICALLY

AO2: Learners should be able to:
- make deductions, inferences and draw conclusions from mathematical information
- construct chains of reasoning to achieve a given result
- interpret and communicate information accurately
- present arguments and proofs
- assess the validity of an argument

Rather than doing the maths 'from scratch' this involves:
- *studying graphs, geometric diagrams or statements to assess their truth, accuracy or assumptions.*
- *Students will be required to put an argument together that either confirms or contradicts the material presented and in doing so they will need to provide the necessary and relevant evidence, communicated in an effective step by step argument.*

AO3 SOLVE PROBLEMS WITHIN MATHEMATICS AND IN OTHER CONTEXTS

AO3: Learners should be able to:
- translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes
- make and use connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods used and results obtained
- evaluate solutions to identify how they may have been affected by assumptions made

This involves extracting the relevant information from a question, usually in a worded descriptive format, and deciding which mathematical techniques will be needed to form the solution to the problem. The visual clues offered by the previous GCSE paper format will be removed for these questions, e.g. no blank tree diagram for a combined event probability question – students will have to think about using this technique for themselves.

We envisage this to be the most challenging element of the new 2017 and beyond GCSE Mathematics examinations.

Y10 SUMMARY OF CONTENT:

Mathematics is a core subject and students follow the Edexcel linear GCSE syllabus. The content builds on KS3 material as well as covering new topics from the main areas of number, algebra, shape, space & measures and handling data. There are two tiers of entry for assessment in year 11 and students are entered according to their ability and potential. The new specification requirements place more emphasis on reading information, selecting appropriate methods and forming a strategy to solve problems. There is no longer any coursework in

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MFL SKILLS MAP

Y10 SUMMARY OF CONTENT:

COMMON CONTENT

Learners are encouraged to develop not only their language skills but also their language learning strategies. They develop linguistic competence in the skills of Listening, Reading, Writing and Speaking as well as a knowledge of how language works. There are also opportunities to develop their creativity and intercultural understanding

LISTENING & UNDERSTANDING

AO1: Understand and respond to different types of spoken language.

- *I can listen to and understand extended passages or dialogues spoken clearly at near-normal speed in French*
- *I can work out the meaning of words that I don't know by listening to a whole passage and the context of it*
- *I can always understand passages in a variety of different time frames and a range of complex structures*

SPEAKING

AO2: Communicate and interact in speech.

- *I can ask an extended range of questions confidently and spontaneously, including more complex questions involving different time frames*
- *I can take part in unplanned conversation on familiar topics and can cope with unexpected questions*
- *I can use familiar language fluently and accurately across the full range of topics*
- *My pronunciation and intonation are consistently of a very high standard and I rarely hesitate*

READING & UNDERSTANDING

AO3: Understand and respond to different types of written language.

- *I can understand extended texts which contain unpredictable elements – these may include different time frames, points of view (opinions, reasons and justifications) drawn from a range of topic areas*
- *I can understand a range of unfamiliar language and translate suitable extracts into French. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, descriptive*
- *I can differentiate between several possible meanings to select the most appropriate dictionary translation with consistent success*

WRITING

AO4: Communicate in writing.

- *I can write a coherent piece of prose of several paragraphs from memory, drawing on several familiar topic areas, and using a range of vocabulary, structures and tenses*
- *I can generate my own language rather than that of the teacher/textbook, and can express my own ideas and opinions, and those of others, with accuracy*
- *I can translate a paragraph in to French, drawing on language all KS4 topic areas*

MUSIC SKILLS MAP

PERFORM

A01: PERFORM with technical control, expression and interpretation.

- *I can perform with convincing control using a range of techniques: coordination; breath control; diction, staying in tune; tone production.*
- *I perform music accurately and fluently. Any small mistakes or slight hesitations I make have no impact on the success of my performance.*
- *I can perform with expression by: choosing a suitable and consistent speed; using a range of louds/softs; shaping the music to communicate its meaning.*
- *When I perform with others, I can respond and adjust to fit in with other members of the group.*

COMPOSE

A02: COMPOSE and develop musical ideas with technical control and coherence.

- *I can compose music by sticking to the main characteristics of the style I have chosen.*
- *I compose and develop my own music for an intended purpose. My pieces flow with contrast and a convincing sense of direction.*
- *I can use musical elements such as melody, harmony, rhythm, and texture securely with no more than the occasional misjudgement.*
- *I make up music that is appropriate for the chosen instruments / voices.*

MUSICAL KNOWLEDGE & APPRAISAL

AO3 & A04: Demonstrate and apply MUSICAL KNOWLEDGE and use APPRAISING skills to make evaluative and critical judgements about music.

- *I can analyse and evaluate music through attentive listening and using my knowledge of musical elements.*
- *I can use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.*
- *I can make critical judgements about a piece of music based on my understanding of the context within which it was composed.*
- *I can use appropriate musical vocabulary when communicating my judgements and opinions.*

Y10 SUMMARY OF CONTENT:

Pupils work through the three units of the GCSE Specification:

Unit 1: Performing

Unit 2: Composing

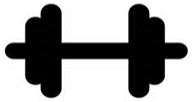
Unit 3: Listening and Appraising: The Concerto through Time; Rhythms of the World; Film Music; The Conventions of Pop

CORE P.E SKILLS MAP

Tactics and Strategies	Understanding of Active, Healthy Lifestyle	Analysis of Performance	Skills and Techniques	Social Skills	Attitude and Approach
AO1&2: Demonstrate and apply knowledge		A03: Analyse and evaluate	AO4: Demonstrate and apply Skills		
• *They use their advanced knowledge of the principles of training, strategies, tactics or composition to consistently improve the originality, proficiency and flair in their own and others' work.*	• *They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work.* • *They can advise others on aspects of a healthy, active lifestyle.*	• *They evaluate performance showing thorough understanding of how skills, strategy and tactics or composition, and fitness relate to and affect the quality and originality of performance.* • *They reach judgements independently, implement ideas on how their own and others' performance could be improved, prioritising aspects for further development.*	• *Pupils consistently and accurately use the most advanced skills, techniques and ideas for a range of activities.*	• *They have developed, and can express, a variety of imaginative ideas and use advanced technical vocabulary consistently and accurately.* • *They can take a leadership role for a whole class or team.*	• *They have emotional maturity in their approach to developing their performances.* • *Their decision making skills are excellent when put into constantly changing situations.* • *They show empathy in their work with others.*

Y10 SUMMARY OF CONTENT:

• *Gym*	*Swimming*	*Hockey*	*Table Tennis*	*Athletics QAA*
• *Dance*	*Netball*	*Rugby*	*Handball*	*Cricket*
• *Fitness*	*Football*	*Badminton*	*Basketball*	*Rounders*



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Tactics and Strategies	Understanding of Active, Healthy Lifestyle	Analysis of Performance	Skills and Techniques	Social Skills	Attitude and Approach

AO1&2: Demonstrate and apply knowledge

A03: Analyse and evaluate

AO4: Demonstrate and apply Skills

The GCSE PE Theory Course should encourage students to:

- *develop knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being*
- *develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance*
- *understand how the physiological and psychological state affects performance in physical activity and sport*
- *develop their ability to analyse and evaluate to improve performance in physical activity and sport*
- *understand the contribution which physical activity and sport make to health, fitness and well-being*
- *understand key socio-cultural influences which can affect people's involvement in physical activity*

Y10 SUMMARY OF CONTENT:

Applied anatomy and physiology covering skeletal and muscular systems
The structure and function of the cardio-respiratory system
Anaerobic and aerobic respiration
Movement analysis
Physical training

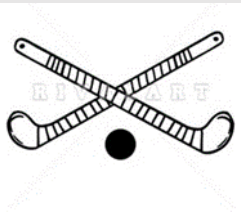
Commercialisation of physical activity and sport
Ethical Issues
Health and Fitness
Socio-Cultural influences
Use of Data
Sports psychology

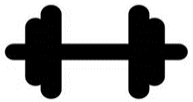
The GCSE PE Theory Course should encourage students to:

- *demonstrate skills in physical activity and sport, applying appropriate techniques*
- *demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses*
- *demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport*
- *use appropriate physical characteristics/attributes (e.g. strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance in physical activity and sport*
- *demonstrate psychological control (e.g. arousal, anxiety, aggression) to achieve successful performance and fair play in physical activity and sport*
- *adhere to 'rules', health and safety guidelines, and consider appropriate risk management strategies in physical activity and sport*
- *analyse and evaluate performance to bring about personal improvement in physical activity and sport*
- *demonstrate their ability in team sports and activities by applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team members.*
- *show awareness of, and respond to, the actions of other players/performers*
- *communicate effectively with other players/performers*
- *demonstrate their individual role in achieving the collective outcome.*

Y10 SUMMARY OF CONTENT:

Two team and one individual Sport or one team and two individual sports from a wide range





GCSE P.E SKILLS MAP

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KNOWLEDGE & UNDERSTANDING

AO1: Demonstrate KNOWLEDGE and UNDERSTANDING of religion and belief

- *I can show my understanding through appropriate selection of religious knowledge*
- *I can select appropriate sources of wisdom and explain their relevance in detail*
- *I can show detailed knowledge and understanding of different view points within a religion*
- *I can show detailed understanding of the influence on religious individuals, communities and societies*
- *I can show detailed understanding of the breadth and/ or depth of the issues raised*

ANALYSE & EVALUATE

AO2: Analyse and Evaluate aspects of religion including their significance and influence

- *I can produce and sustain an argument whilst critiquing the views of others using a balance and moderate tone.*
- *I can use principles and well researched evidence to support a particular view.*
- *I can produce counter arguments to these views.*
- *I can analyse and evaluate the significance and/or influence of issues on religious groups.*
- *I can critically evaluate different religious beliefs, comparing and commenting on them*
- *I can reach a balanced conclusion.*

WRITING SKILLS

AO3: Use of spelling, punctuation, key vocabulary and grammar to express ideas

- *I can spell and punctuate with consistent accuracy.*
- *I can use the rules of grammar with effective control over overall meaning.*
- *I can use a wide range of specialist terms as appropriate.*

Y10 SUMMARY OF CONTENT:

Students study four themes from the perspective of one religion at GCSE:

- Relationships and Families
- The existence of God
- Conflict, Peace and Religion
- Dialogue between religious and Non-religious Beliefs

R.E SKILLS MAP

wymondham high

KS4 PROGRESSION MAP - SCIENCE

Pathway	AO1: Planning	AO2: Experimental	AO3: Analysis	AO3: Evaluation	Literacy & Application
3	I can select information from sources provided to show how a theory has developed. I can give relevant safety rules and apply them.	I can make a simple scientific prediction for my experiment. I can write a simple method and draw a result table with clear headings	I can use an equation to calculate results with help and can convert between common units e.g. J and kJ. I can calculate, means with a few rounding errors.	I can state how an anomaly could occur and suggest an improvement to my experiment.	I can use calculate, compare and contrast to answer questions. I can write a conclusion with evidence
4	I can collect my own information to explain a theory. I can identify risk and how to prevent those risks	I can explain my prediction after discussion. I can write my own method , identify the independent /dependant variables and complete a result table including the correct units	I can plot an accurate line graph and add a line of best fit. I can suggest anomalies but may not discount them and can use data to support my trend. I can calculate means independently.	I can explain the anomaly and assess why the improvement would benefit my results. I can assess the similarities and differences between my results and others	I can select information to use and reference it.My conclusion will use scientific words and explain my findings
5	I can collect and select information to show how sharing allows a theory to develop. I can use Hazcards to identify risk and explain how to prevent and deal with accidents	I can explain my prediction and explain it using scientific language. I can write a full method, explain how to control, variables and have a result table with consistent and precise data	I can plot an accurate line of best fit and add range bars which I can then interpret. I can use an equation to explain this in line with my data	I can explain what range bars tell me and use this information in a conclusion. I can use the terms precise reliable and reproducible correctly.	I can answer questions scientifically using assess, predict and explain. My conclusion will use scientific words and explain my findings contextually.
6	I can collect and select information to explain the impact of scientific developments on society. I can use information to explain the level of risk in a practical. I can identify a model to help me explain my work	I can make a quantitative prediction, select and justify equipment accordingly. I can identify all variables and explain their importance.	I can use my graph to discuss proportionality and link to science with the correct units. I can use an equation to explain the relationship. I can calculate means taking account of anomalies	I can analyse my range bars to use the terms accurate and reliable. I could explain how to improve my method to extend my investigation	I can answer questions scientifically which evaluate, deduce and fully explain. I can select sources reliably and fully reference them.
7	I can use the information to evaluate positive and negative impact on society .I can risk assess a practical activity and explain how to minimise these. I can compare different models to explain my work	I can use theories top support my prediction. I can use ideas of accuracy to fully justify my equipment choice. I can explain how to minimise the impact of uncontrolled variables	I can use my range bars effectively and accurately and can calculate a gradient to use in my conclusion. My means will take full account of anomalies and substitute them accordingly.	I can explain the ideas behind accuracy, reliability and reproducibility in terms of my result or analysis of information. I can use some scientific justification to explain my findings.	I can answer questions scientifically which devise, propose and theorise. My sources will be considered on scientific merit.
8	I can collect all information and fully assess independently and draw conclusions from this in respect to impact and effect. I can evaluate risk and interpret the relative level with respect to my practical. I can compare and contrast different models for my experiment and justify which I have chosen to use	My prediction is clear and quantitative backed up with detailed science. I can explain why my method will give precise and valid results.	My graph will be precise and accurate in all aspects. My gradient can be linked to existing scientific equations and explain the relationship between them.I will have undertaken preliminary work and used it effectively in investigative work.	I can full scientifically justify my findings and link this to previous work from both my own experience and other sources. I can explain the differences between these areas.	My work will be organised grammatically correct and presented in correct format for the nature of the task prescribed
9	I can carry out all the above using full scientific terminology to explain my ideas coherently	I can carry out all of the above with reference to other previous examples and explain full scientifically with no errors	I can carry out all the above and hypothesise about what my data show /proves by reference to it.	I can undertake all of the above in an ordered and correctly laid out manner linking all aspects of my work together.	I can carry out all of the above and produce consistently well presented taks with high quality science

SOCIOLOGY SKILLS MAP

DEMONSTRATE KNOWLEDGE & UNDERSTANDING

AO1: Recall, select and communicate knowledge and understanding of social structures, processes and issues

- *Students can recall accurately what they have been taught in class.*
- *They can write well on a all parts of the course showing a range of knowledge and detailed understanding of relevant social structures, processes and issues. These include different perspectives on society from Marxism, to Feminism and Functionalism.*
- *Socialisation, social control, power and different groups in society are securely known and written about in detail.*

APPLY KNOWLEDGE AND UNDERSTANDING

AO2: Apply knowledge and understanding in a range of contexts both familiar and unfamiliar

- *Students can apply appropriate concepts, terms and theories effectively in a range of contexts. Whether working in the education unit, the family unit, media unit or any other, they can use the core ideas, some of which are mentioned above, to answer questions set.*
- *Students can see that society contains a lot of grey areas and therefore are able to give detailed explanation and comment on various debates.*
- *They can use relevant evidence, which could be given to them, or generated by themselves to reach valid conclusions.*
- *They can analyse links between structures of society (like education, and class), processes in society (like socialisation and social control) and issues (like causes of inequality and how has power) to produce grounded analysis which is linked to evidence and research.*

ANALYSE AND EVALUATE

AO3: Select, interpret, analyse and evaluate information from different sources

- *Students identify, explain and evaluate the use of a range of appropriate methods, sources, information and data to address a question or issue. This is often done through research projects which are conducted and engaged with a critical eye.*
- *They interpret accurately information and data presented in a variety of forms, and can evaluate in depth the relevance of the evidence in relation to the arguments made and outline appropriate conclusions.*

Y10 SUMMARY OF CONTENT:

Family unit –changes over time, institutions (religion, media, government) affects on

Education unit – functions, types, history of policies, performance by groups

Media unit – socialisation, role of, technology, power of, stereotyping